



## **EDUC 625: Seminar and Practicum in Reading**

**3 Credit Hours**

**Semester/Mode of Delivery**

**Instructor**

**xxxxx@unionky.edu**

**Office:**

**Office Phone:**

**Department Phone: 606-546-1641**

**Office Hours: By Appointment**

### **Required Text:**

*Reading Specialists and Literacy Coaches in the Real World* by Mary Ellen Vogt and Brenda A. Shearer (2011). Boston, MA: Pearson.

<b><i>Course Connections</i></b>	
<b>Connection to Department Mission</b>	Reading (P-12) Endorsement candidates perfect their leadership skills through an internship in their school and through discussion of the experience in a seminar. This course contributes to the refinement of personal, intellectual, and social transformations that support professional expertise and leadership.
<b>Connection to Conceptual Framework</b>	Candidates explore instructional leadership, current issues in literacy education, and programs that are relevant to their school. They perfect their ability to assess a school or grade-level program, mentor other teachers, motivate students, and organize group tasks. Candidates reflect on their leadership ability, expert knowledge base, and beliefs regarding the reading process and literacy instruction. Within a group of colleagues they discuss experiences, critique activities, and problem-solve.
<b>Connection to Kentucky Teaching Standards</b>	All of the Kentucky Teacher Standards are addressed in this course.
<b>Connection to Commitment to Diversity</b>	In working with diverse learners within the school setting, candidates must implement what they have learned in the Reading (P-12) Endorsement program regarding cultural/linguistic differences, communication patterns, and resources to address the needs of diverse groups. Their expertise is reflected in the results of their endeavors, in guided reflection, and in evaluation of dispositions.

<b>Connection to Dispositional Development</b>	Dispositions are evaluated at the end of the course by a minimum of three parties: the field-based supervisor (usually the principal), a colleague, and the professor.
<b>Course Embedded Performance Activity</b>	The school-wide or grade-level Literacy Impact Project is a required assessment for the Reading (P-12) Endorsement candidate, as is the Multi-media Portfolio Presentation of PD Results.
<b><i>Focus on Technology Integration</i></b>	
<b>Instructor's Utilization</b>	Between meetings, U-Learn is used for communication, for distribution of materials, and for discussion. BigBlueButton is utilized for meetings and WIKI is used to engage candidate's in collaborative activities.
<b>Candidate's Utilization</b>	Candidates manage the online format of U-Learn which means they post assignments, retrieve documents, engage in video conferencing, and use discussion forums. They use multiple forms of media to present the Portfolio Project. In the field they utilize technology to manage data and engage in staff development.
<b><i>Focus on Learning</i></b>	
<b>Impact on Candidate Learning</b>	Knowledge and skills learned through the candidate's course of study is applied in the field and in conjunction with discussion with other candidates and with personal reflection.
<b>Impact on P-12 Learning</b>	Reading program improvements impact P-12 learning. Data from multiple sources, including testing, informs program decisions. The motivational project impacts individual learners and includes criteria for success. <b>This course includes sixty hours of field experience.</b>
<b>P-12 Collaboration</b>	The professor meets with the principal and the candidate to plan activities, which will benefit the school. A contract is created, specifying the duties of the candidate and the support needed from the school. It is a collaborative endeavor. Additionally, educators who serve on the Reading (P-12)'s endorsement advisory committee will evaluate this course.
<b><i>Focus on KERA Initiatives</i></b>	
<b>KY Core Academic Standards for ELA</b>	Candidate's use the core standards appropriate for the school's level of education. Can, when assessing the program and providing instructional leadership.

### **Preface to Course Objectives:**

Candidates teach in diverse settings, at different levels, and in different types of classrooms. Some are collaborative teachers and do not have a room. Therefore, it is not possible to establish unbendable requirements. The learner must demonstrate competence in each objective, which has an activity and assessment, but if circumstances make completion of an activity impossible, the candidate will have the opportunity to create a different task through collaboration with the principal and the professor. The order of objectives reflects the content of the text, which should be viewed as a roadmap of learning. Use it to guide endeavors during the practicum.

## Course Objectives:

The Candidate Will:	Link to Conceptual Framework	KY Teacher Standard/ Specialty Standards	Tasks	Assessment	Link to EPSB Themes
Obj. 1: Trace the evolution of the work of a reading teacher from prior to the 20 <sup>th</sup> century to today, and cite expert opinion and experience to explain why it is important for a reading professional to understand the influences of methods and approaches to teaching reading that form the historical context of today.	Intellectual	KTS 1 IRA 1 CHETL 5	Timeline Essay	Checklist Rubric	Literacy
Obj. 2: Define the role and qualifications for each of the following positions in the local district/school (reading teacher, literacy coach, reading specialist, educational support person, elementary classroom teacher, and MS/HS content teacher) in relation to literacy education.	Intellectual	KTS 10 IRA 6 CHETL 5	Data Gathering Data Analysis Powerpt Pres Reflection	Checklist Checklist Rubric Rubric	Literacy
Obj. 3: Create a vision statement that will guide your work and that is context driven and consistent with district, state, and IRA/NCTE Reading Language Arts Standards.	Intellectual Social	KTS 10 IRA 6 CHETL 5	Vision Statemnt Discussion	Rubric Checklist	Literacy
Obj. 4: Create a collaborative literacy team that will provide assistance when implementing assigned tasks.	Social	KTS 10 IRA 6 CHETL 5	Team Profile	Checklist	Literacy
Obj. 5: In collaboration with the literacy team assess school or district literacy needs, organize the data collected into groups, such as demographics, intervention, assessment, recreational literacy, etc., and synthesize the data into a summary of needs.	Personal Social	KTS 5, 7-8, 10 IRA 3, 6 CHETL 2, 5	Chart-Need Sum Need Rationale	Checklist Rubric	Literacy Assessment
Obj. 6: In collaboration with the literacy team, create a school or district two year literacy improvement plan.	Personal Social	KTS 5, 7-8, 10 IRA 2, 3, 6 CHETL 2-4	Chart-2 YR Plan 2 YR Rationale	Checklist Rubric	Literacy Closing Gap
Obj. 7: Based on the needs assessment and two year plan and in collaboration with the literacy team, create a proposal for planning, implementing, and assessing a Literacy Impact Project.	Personal Social	KTS 5, 7-10 IRA 3, 6 CHETL 5	Lit Proj Propos	Rubric	Literacy

Obj. 8: Explain the purpose of assessment as inquiry and complete a Learner Assessment Profile.	Intellectual Personal	KTS 5 IRA 3 CHETL 2	LAP	Rubric	Literacy Assessment
Obj. 9: Explain how to design, implement, and evaluate a school or district assessment plan based on needs assessment, purpose, and the two year plan.	Intellectual Personal	KTS 5, 7, 8, 10 IRA 3 CHETL 2	Wiki-School Ass Wiki Reflection	Checklist Rubric	Literacy Assessment
Obj. 10: Design a school or district program for readers and writers who need extra support and are not receiving services from RTI or any other program.	Intellectual Personal	KTS 2-3, 10 IRA 2, 6 CHETL 2, 4	Wiki-Interventn Wiki Reflection	Checklist Rubric	Literacy Closing Gap
Obj. 11: Explain the role of the literacy coach or specialist in supporting students who ESL.	Intellectual Personal	KTS 3 IRA 4 CHETL 4	Discussion Forum-ESL idea	Checklist Checklist	Literacy Closing Gap
Obj. 12: After providing an overview of the reading process, describe a standards-based elementary literacy curriculum and the work involved in implementing and sustaining such a program.	Intellectual Personal	KTS 2-5, 9 IRA 1, 6 CHETL 5 CHETL 5	Wiki-Elem Cur Wiki Reflection	Checklist Rubric	Literacy
Obj. 13: After identifying and explaining the issues and perspectives shaping literacy instruction in middle and secondary schools in general and local schools in particular, describe a program that could (or does) effectively meet the needs of local adolescents and teachers.	Intellectual Personal	KTS 2-5, 9 IRA 1, 6	Wiki-Ms/Hs Cur Wiki Reflection	Checklist Rubric	Literacy
Obj. 14: Work with teachers on how to use instructional materials effectively in support of the literacy curriculum, particularly technology.	Personal Social	KTS 2, 10 IRA 2, 6	Reflective Log Sign-Off Sheet	Rubric Checklist	Literacy
Obj. 15: In consultation with the literacy team, identify a district or school PD need upon which a workshop can be created, implemented, and assessed.	Personal Social	KTS 2, 4, 9, 10 IRA 2, 5, 6 CHETL 3, 5	Workshop Plan Reflection Sign-off Sheet	Rubric Rubric Checklist	Literacy
Obj. 16: Lead families, colleagues, and community members in the collaborative planning, implementation, and assessment of a school or district-wide literacy initiative that will promote student motivation and engagement in reading and/or writing.	Personal Social	KTS 4, 8, 10 IRA 2, 6 CHETL 5	Motiv Init Pres	Rubric	Literacy Closing Gap

Obj. 17: Report the results of the Literacy Impact Project (LIP) to colleagues, administrators, and other interested parties and publish a report.	Personal Social	KTS 10 IRA 6 CHETL 5	LIP Report LIP Pres LIP Reflection	Rubric Rubric Rubric	Literacy
Obj. 18: Present a multi-media portfolio that documents expertise in meeting the goals of the professional development plan created in EDUC 514.	Intellectual Personal Social	KTS 9-10 IRA 6 CHETL 5	Mul-Med PD MMPD Pres Refl	Rubric Rubric	Literacy
Obj. 19: Document and reflect on the activities of the practicum experience.	Personal Social	KTS 7 IRA 6 CHETL 5	Reflection Log	Rubric	Literacy
Obj. 20: Exhibit professional, ethical, and inspiring behavior when collaborating, coaching, teaching, leading, modeling, and maintaining the confidentiality and feelings of others.	Social	KTS 10 IRA 6 CHETL 5	Disposition Eval	Rubric	Literacy

### **KY Teacher Standards:**

1. The Teacher Demonstrates Applied Content Knowledge
2. The Teacher Designs and Plans Instruction
3. The Teacher Creates and Maintains Learning Climate
4. The Teacher Implements and Manages Instruction
5. The Teacher Assesses and Communicates Learning Results
6. The Teacher Demonstrates Implementation of Technology
7. The Teacher Reflects On and Evaluates Teaching and Learning
8. The Teacher Collaborates with Colleagues/Parents/Others
9. The Teacher Evaluates Teaching and Implements Professional Development
10. The Teacher Provides Leadership within School/Community/Profession

### **Characteristics of Highly Effective Teaching and Learning (CHETL):**

1. Learning Climate. The highly effective teacher provides a safe environment in which high, clear expectations and positive relationships are fostered and in which active learning is promoted.
2. Classroom Assessment and Reflection. The teacher and student collaboratively gather information and reflect on learning through a systematic process that informs instruction.
3. Instructional Rigor and Student Engagement. A highly effective teacher supports and encourages a student's commitment to initiate and complete complex, inquiry-based learning requiring creative and critical thinking with attention to problem solving.
4. Instructional Relevance. A highly effective teacher is able to facilitate learning experiences that are meaningful to students and prepare them for their futures.

5. Knowledge of Content. A highly effective teacher understands and applies current theories, principles, concepts and skills of a discipline.

**International Reading Association Standards (2010):**

1. Foundational Knowledge. Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.
2. Curriculum and Instruction. Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.
3. Assessment and Evaluation. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.
4. Diversity. Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.
5. Literate Environment. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practice, approaches and methods, curriculum materials, and the appropriate use of assessments.
6. Professional Learning and Leadership. Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

**Please Note (Attendance):**

This course requires in-class and out-of-class time to complete assignments. Attendance is mandatory. If a meeting is missed it is the student's responsibility to schedule a conference with the professor.

**Performance Activities: This course includes sixty hours of field experience.**

**Long-Term Activities:** Some activities do not have specific due date, beyond getting them done before the end of the course. They are as follows:

- **Coaching Duties:** Work with teachers on issues of importance to them, serving as a resource person or guide. Activities that may fall in this category are noted and reflected on in the reflection log.
  - Working with Learners: Providing special instruction to learners who are struggling or who need enrichment and which fall outside the role of the classroom teacher are part of the duties of a reading support person.
- **Dispositions:** Dispositions describe how you interact with others or the professional behaviors and attitudes you exhibit. A form for rating your dispositions is completed by those you have worked with the most closely. A minimum of three is required—principal, professor, colleague.
- **Leading the Literacy Team:** This is an informal group of like-minded professionals. Some literacy teams focus only on helping with projects; others

meet for study and or to discuss professional concerns. Some do both. The activity of the team should be guided by the vision statement. It assessed as part of the dispositions rating.

- **Literacy Impact Project:** Every project and every situation is different. Once a particular idea has been identified, schedule a conference with the professor in order to discuss and refine ideas. The project must include:
  - **Proposal:** After the conference, engage in reading and study of texts that further illuminate both the concepts that inform and methodology that provides ideas for implementation. Provide a brief lit review of what was learned, a question or problem the project addresses, this significance of this proposal, a plan for proceeding, and a timeline for completion. Grading: Rubric
  - **Literacy Impact Project Report:** The LIP report begins with an introduction, has a lit review that ties what was learned to why the project is needed, has a section describing the methodology used in completing the project, has a results section describing what was done or what data was produced, a findings section that analyzes what was done or produced (data), and a conclusion that addresses the significance of the project. The report will be shared with others, both at Union and in the school. Grading—Rubric
  - **Literacy Impact Project Presentation:** Results of the project will be shared with colleagues, administrators, and parents if appropriate. The form of the presentation depends on the creativity of the presenter and the type of information to be shared. Make arrangements for the professor to attend or see the presentation. Grading—Rubric.
  - **Literacy Impact Project Reflection:** This is a separate paper written in essay form and providing reflection on what was learned, both by the conclusion and by the process of engagement. Grading—Rubric
- **Motivation Initiative Project:** Select a team of people who are also interested in improving learner engagement with reading for pleasure. The literacy team is a good place to start. Ideas include: a grade-level Dr. Zeus day, a favorite characters dress-up day, a “most books read” contest, or a “reading challenge.” One principal was talked into challenging the students to read a certain number of books by a certain date and he would sit on the roof all day. If the students didn’t make it, he would be free to go do what he wanted. They made the goal in record time, and he did spend a day sitting on the roof in a lawn chair and with umbrella and a book. The local paper took pictures that went viral. In other words, use your imagination and have fun. You want the students to have fun and to be excited. Turn in: a description of the project, artifacts associated with the project, and a reflection on what you learned or enjoyed. Reflection Log: Grading--Rubric
- **Multi-media Portfolio Presentation of PD Results:** This program level activity began in EDUC 514 with the PD Plan. It documents growth in the IRA Standards indicators that require time to develop. The form of the documentation is up to the



individual and should have been anticipated when the plan was made, as it is hard to go back later and gather evidence. The best presentations have narration that explains and imparts significance. Some multi-media (more than one) ideas include: a movie, a Powerpoint slide show, digitized documents, a scrapbook of artifacts, a digital scrapbook of artifacts, a play, a song, picture book, etc. Just be sure that shifts between mediums goes smoothly. A reflection should accompany the presentation. Grading for both—Rubric

**Short-Term Activities:** These activities have due dates and take place in response to reading and study in the text:

- **Discussion:** While discussion is a regular and recurring part of the class, on occasion it is very focused on a particular topic. This will be announced ahead of time and participation will be graded with a checklist.
- **Forum—ESL Support.** In this discussion forum, participants present ideas for providing ESL support within the school and in classrooms. Grading—Checklist.
- **Needs Assessment Chart:** There is an example of this document in the book along with detailed directions for its completion and purpose. Grading—Checklist.
- **Roles and Qualifications Data.** Some of this information may be known, but it is still best to talk to the persons in each role, as there may be unfamiliar aspects associated with their duties. Create a powerpoint to present the data and post it on U-Learn. Grading—Checklist. Reflection on the activity covers what was learned and how you feel about it. Grading--Rubric
- **Sign-off Sheet:** This is a simple tool for documenting contact with others during practicum specific endeavors. It includes a reflection on the significance of the information. Grading—Checklist and Rubric
- **Team Profile:** This is a brief profile of the people who will serve on the literacy team. Include their names, their roles in the school, and why they were chosen. Grading—Checklist
- **Timeline:** The timeline is a visual representation on which progression of ideas is noted. It should be turned in as a document. Grading—Checklist
- **Two-Year Improvement Plan Chart:** This assignment is based on the Needs Assessment Chart. There is an example and detailed directions in the book. Grading—Checklist.
- **Vision Statement:** This paper covers the role that you see for yourself as a Reading (P-12) endorsement professional. Grading—Rubric



- **Wiki:** There are several wiki assignments, which involve group members in collaborating online to complete a joint task. It has two parts. The product the group produces is graded with a checklist. The candidate reflects on what was learned, and this is graded with a rubric. Wiki activities include:
  - **Intervention:** Candidates design a school or district program to provide support for students in need of extra help—help that is not covered by another program, such as RTI. It does not have to meet during the school day or year and may involve families.
  - **Elementary Literacy Curriculum:** While most schools have a comprehensive curriculum, they may still elect to have a supplemental literacy curriculum. What would you do? Who would benefit? Etc.
  - **Middle/High School Literacy Curriculum:** This task is just like the elementary literacy curriculum, but at a different level. Take the disciplinary divisions into account when making your plan.

### **Grading Criteria:**

All assignments should be submitted to the instructor on or before the due date by 11:00 PM EST (unless otherwise noted). *The instructor reserves the right to make changes to this document as needed.* The grade will be based on the following:

Grading Scale	Points Possible	
A = 95%-100%	<b>Literacy Impact Project</b>	<b>20%</b>
B = 85%-94%	<b>Multimedia Portfolio</b>	<b>20%</b>
C = 75%-84%	<b>Motivation Initiative Project</b>	<b>10%</b>
D = 74%-65%	<b>All other work averaged and counted</b>	<b>50%</b>
F = <64%		
	<b>Total</b>	<b>100%</b>

### **Communication Policy:**

The only authorized e-mail address for academic, administrative, and co-curricular communication between Union College and its students is through the <unionky.edu> e-mail system. Each student is responsible for monitoring his/her Union College e-mail account frequently (preferably daily).

### **Disability Accommodation:**

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course should contact the Director of Special Programs, Centennial Hall, Room 104. The phone number is 606-546-1318. Students with disabilities should request accommodations prior to or early in the semester. Each request for accommodations will be examined on a case-by-case basis to determine eligibility. **DO NOT** request accommodations directly from the professor or instructor. Professors and/or instructors are **NOT** authorized to make reasonable accommodations

### **Academic Integrity:**

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of Graduate Studies at Union College. All

college policies regarding academic integrity apply to this course. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. For any material or ideas obtained from other sources, such as the text or things you see on the web, in the library, etc., a source reference must be given. Direct quotes from any source must be identified as such. All exam answers must be your own, and you must not provide any assistance to other students during exams. Any instances of academic dishonesty will be pursued under current regulations concerning academic integrity. Students may receive a failing grade and be subject to program and college removal for a violation of these ethics.

**Commitment to Diversity:**

The Educational Studies Unit at Union College is committed to social justice and respect for all individuals and seeks to create a culture of inclusion and support. Attaining justice and respect involves all members of our community recognizing that multi-dimensional diversity contributes to learning environments, thereby enriching communities and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, our intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, we aspire to become a more diverse community in order to extend enriching benefits to all participants.

**Union College Inclement Weather Policy:**

Union College has a responsibility to all parties concerned to meet classes on a regular basis as listed in the academic schedule. However, it is also to be recognized that inclement weather may create risks that are not conducive to safe travel, causing classes to be canceled or adjusted.

**Class Cancellation Notice:**

Notification of cancellation of EDUC 625 will be made through the Union College email, as well as a post on the U-Learn News Forum. Always check both before traveling. Notification of make-up classes will be made via email and U-Learn News Forum.

## **Bibliography**

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